

Thank you for your email of 19 March 2018, to the Ministry of Education requesting the following information

A copy of all advice you have sent or received regarding:

- *the NCEA review*

I would expect this to include all briefings and aides memoire you or the Ministry of Education have sent to or received from other government departments. I would also expect this to include all information on these matters you or the Ministry have sent or received from ministers and/or their offices including the Prime Minister and Deputy Prime Minister and their offices.

Your request has been considered under the Official Information Act 1982 (the Act).

The NCEA review is part of the Education Work Programme announced by the Government and further information is available on the Ministry's website at the following link:

<http://www.education.govt.nz/ministry-of-education/consultations-and-reviews/ncea-review/>

The following documents on the NCEA review, are publically available on the Ministry's website:

- Education Report: Review of NCEA

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/R-Education-Report-Review-of-NCEA.pdf>

- Education Report: Review of NCEA - Preparing Terms of Reference

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/R-Education-Report-Review-of-NCEA-Preparing-Terms-of-Reference.pdf>

- NCEA - Bringing Terms of Reference to cabinet

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Aide-Memoire-NCEA-Review-Terms-of-Ref-to-Cabinet-.pdf>

- Reviewing NCEA

<http://www.education.govt.nz/assets/Documents/Ministry/Information-releases/Reviewing-NCEA.PDF>

We also have identified 21 documents within the scope of your request. As detailed in the attached **Appendix one**, we are releasing 10 documents to you in part with information withheld under the following sections of the Act:

- 9(2)(a) to protect the privacy of natural persons
- 9(2)(f)(iv) to maintain the constitutional conventions protecting the confidentiality of advice tendered by Ministers and Officials.

Documents 1 to 3A are publicly available. I am therefore refusing to release these documents to you under section 18(d) of the Act.

Documents 10 have been released to you in full.

Documents 12 to 13 refer to matters which are still under active consideration. I am therefore refusing to release these documents to you in full, also under section 9(2)(f)(iv) of the Act.

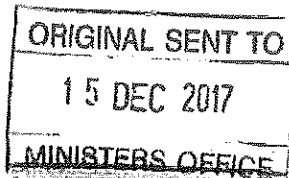
Pursuant to section 9(1) of the Act we have considered whether the need to withhold information is outweighed by other considerations which render release desirable in the public interest. We consider that the need to withhold this information is not outweighed by the public interest considerations favouring the release of this information.

If you are unsatisfied with my response, you have the right to ask an Ombudsman to review it. You can do this by writing to info@ombudsman.parliament.nz or Office of the Ombudsman, PO Box 10152, Wellington 6143.

Yours sincerely



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement



s 9(2)(a) OIA

Education Report: Review of NCEA – Ministerial Advisory Group

To:	Hon Chris Hipkins		
Date:	15/12/2018	Priority:	High
Security Level:	In Confidence	METIS No:	1097330 s 9(2)(a) OIA
Drafter:	James Gavey s 9(2)(a) OIA	ADDI:	[REDACTED]
Key contact and number:	Jackie Talbot [REDACTED]	Round robin:	No
Messaging seen by Communications team:	No		

Purpose of report

- 1 Following on from the public release of the Terms of Reference, this paper provides you with proposed next steps relating to:
 - a. the composition and chairpersonship of the Ministerial Advisory Group (MAG)
 - b. the steps required to obtain approval for the formation of the MAG.

Summary

- 2 The Cabinet Paper *Reviewing NCEA* [METIS 1095505] states that you will create a Ministerial Advisory Group of innovative thinkers who will challenge traditional thinking on senior secondary education and assessment, to develop a discussion document for the review by April 2018, forming the starting point for wider, public consultation on NCEA.
- 3 We have provided you with potential nominees who we believe provide a diverse range of perspectives including a strong and dynamic youth voice. We have also provided a recommendation as to the chair of the MAG. We ask that you indicate whether you agree to these nominees, or whether there are others you would prefer.
- 4 In order to form the MAG by the start of February, you will need to seek approval from Cabinet directly – the Appointments and Honours Committee does not convene until mid-February. We will provide you with the necessary documentation for this process.
- 5 The Ministry is developing a recommended approach to working with key stakeholders from February 2018 to April 2018 including engaging with the MAG, your Youth Advisory Group, and a wider Reference Group of stakeholders. We will bring this to you along with the MAG Terms of Reference in mid-January.

Recommended Actions

We recommend that you:

- a. **Agree** to appoint Jeremy Baker to the Ministerial Advisory Group in the role of chairperson.

Agree / Disagree

- b. **Agree** to appoint the following to the Ministerial Advisory Group (summaries at Annex 1).

	Barbara Cavanagh	Yes / No
	Pauline Waiti	Yes / No
s 9(2)(a) OIA	[REDACTED]	Yes / No
	Jonathan Gee	Yes / No
s 9(2)(a) OIA	[REDACTED]	Yes / No

- c. **Indicate** any additional people you wish to appoint to the MAG.

- d. **Indicate** which alternatives are suitable to be selected in case of unavailability of a proposed MAG appointee (summaries at Annex 2).

	[REDACTED]	Yes / No
	[REDACTED]	Yes / No
s 9(2)(a) OIA	Michelle Dickinson	Yes / No
	[REDACTED]	Yes / No
s 9(2)(a) OIA	[REDACTED]	Yes / No
	Arizona Leger	Yes / No


Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Hon Chris Hipkins
Minister of Education

15/1/17

1/1

Ministerial Advisory Group

- 6 The Cabinet Paper *Reviewing NCEA* states that you will form a MAG comprised of innovative thinkers with varied backgrounds and viewpoints. The MAG will advise you on the review of NCEA and inform the development of the discussion document for the review in April 2018. They will also support the Ministry throughout the review to ensure that recommendations developed are dynamic and forward-thinking.
- 7 We have created a list of proposed members for the MAG, at Annex 1 (alongside brief summaries on each candidate). We recommend six members, to balance access to multiple diverse viewpoints with remaining innovative, dynamic, and sufficiently small so as to function effectively. To ensure that the voice of young people is paramount in the NCEA review, we propose including two young people on the MAG.
- 8 We propose that Jeremy Baker chair the MAG. He has an extensive background in a variety of educational organisations and settings, and relevant leadership experience for the role.
- 9 The proposed membership of the MAG is not a representative group of stakeholders or organisations but does contain a diverse range of people, with varying backgrounds and experience, who will challenge conventional thinking. We have suggested six additional candidates, in case of unavailability or if you deem any unsuitable, provided at Annex 2. Alternatively you could identify candidates of your choosing.
- 10 The MAG will report to you, and will be responsible for the overall direction of the April 2018 discussion document. The Ministry will support the MAG with expert advice, and secretariat and writing support to develop the discussion document. In the latter stages of the review, the Ministry will involve the MAG closely in the design of recommendations. We anticipate that, practically, the Ministry will develop the discussion document based on co-design meetings with the MAG.

Creation of the Advisory Group

- 11 Before starting public consultation in April, a discussion document needs to be developed with input from wider stakeholders and then released. This document will identify the key topics for consideration, provide critical information, and frame questions for public discussion.
- 12 To form the MAG in time to direct the start of this consultation process in February, it will not be possible to go through the Cabinet Appointments and Honours Committee (APH) as this does not convene until 14 February 2018. We therefore recommend that you seek approval from Cabinet directly at their meeting on 23 January 2018 to establish the group and approve the membership.
- 13 To achieve this, we will need to notify the Cabinet Office and submit the relevant Cabinet Paper by 10am, 18 January 2018. The Ministry will create all the

necessary documentation for this process including a Terms of Reference for the Advisory Group, and curricula vitae for each candidate. We will provide you with drafts of these by 12 January 2018.

Next Steps

- 14 We note that to release the discussion document with Cabinet approval, as per the Cabinet Paper *Reviewing NCEA* [METIS 1095505], by the end of April; the discussion document will need to be approved by Cabinet on 23 April 2018.
- 15 Once you approve the formation of the MAG, we will draft a MAG Terms of Reference for you. To prepare and submit a Cabinet Paper regarding the MAG formation and membership for Cabinet to consider on 23 January 2018, we ask that you indicate to us whether you agree to the membership and chairpersonship of the MAG, and the overall approach planned, by 21 December 2017.

Annexes

- Annex 1: Proposed MAG members and summaries
- Annex 2: List of potential alternative MAG members and summaries

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Annex 1: Proposed MAG members and summaries

Name	Bio
Jeremy Baker - Chair	Jeremy is currently the Director of Matairangi Mātauranga Ltd. He was Executive Director of the Industry training Federation from 2006 until 2011. He has since held positions of Chief Executive of Learning State from 2011 to 2012, Deputy Vice Chancellor International and Business Development at Lincoln University 2012 to 2016 and Director Strategy, Innovation and Communication for the Wellington City Council until July 2017.
Barbara Cavanagh	Barbara until recently was the foundation principal of Albany Senior High School, from next year she will take over as principal of Huntly College. She was previously principal of Te Awamutu College and Ngaruawahia High School. Barbara was a member of the Ministerial Forum on Raising Student Achievement and she chaired the Professional Learning and Development Advisory Group.
Pauline Waiti	Pauline is currently a Director at Ahu Whakamu Limited. She has previously worked as Māori Development Manager at Learning Media Limited and as Te Wahanga Māori Manager at New Zealand Council for Educational Research.

s 9(2)(a) OIA

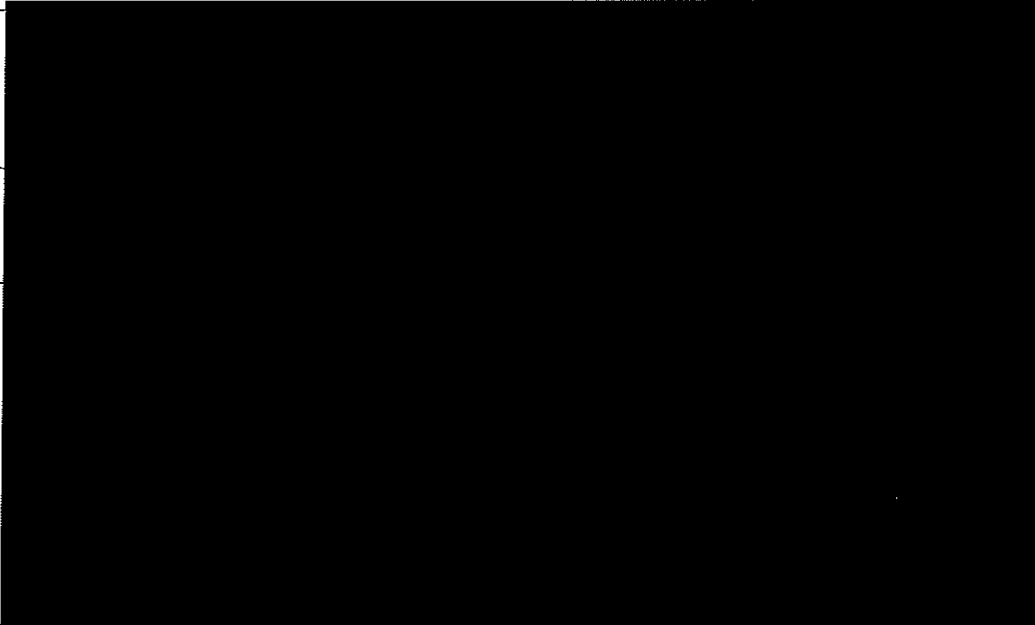
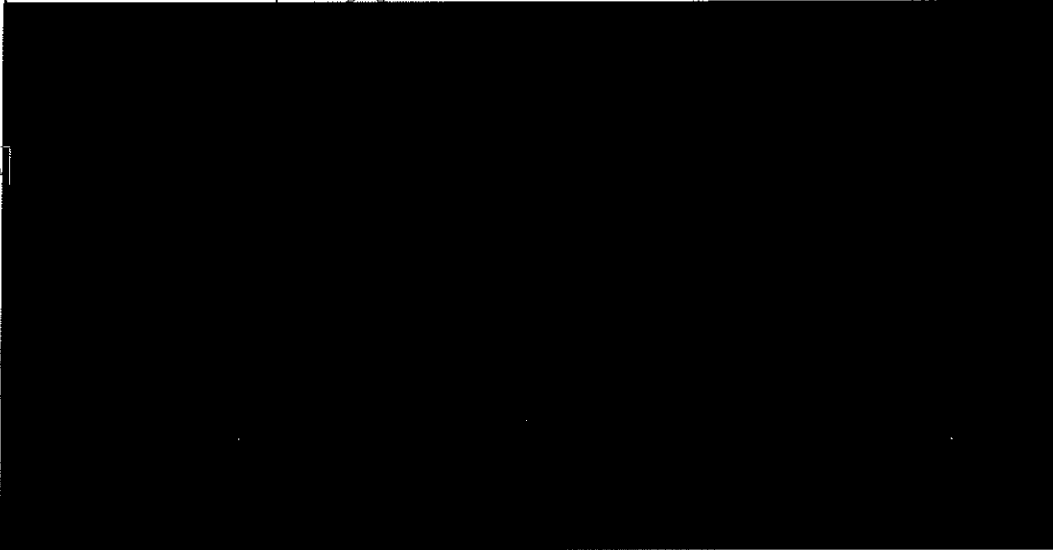


Jonathan Gee (youth)	Jonathan is currently National President of New Zealand Union of Students' Associations. He is a Board Member of Student Job Search and was President of Victoria University of Wellington Students' Association (VUWSA) in 2016. As a high school student in 2011, Jonathan was appointed as a member of the New Zealand delegation to the Hague International Model United Nations and served as a youth representative on the Devonport-Takapuna Local Board of Auckland Council and as Co-chair of the local youth council.
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s 9(2)(a) OIA



Annex 2: Proposed MAG alternative members and summaries

	
Michelle Dickinson	Michelle is Senior Lecturer in Chemical and Material Engineering at the University of Auckland and Director of Nanogirl Labs Ltd. She has held positions in industry which brings an applied focus to her academic research. Michelle was awarded Member of New Zealand Order of Merit. She was winner of the Women of Influence award for science and innovation in 2016, was awarded the Sir Peter Blake Leadership in 2015 and was winner of the Prime Ministers Science Media Communication Prize and the New Zealand Association of Scientists Science Communicators Award in 2014.
	
Arizona Leger (youth)	Arizona is a student at Auckland University of Technology. She was Epsom Girls Grammar Head Girl in 2013. She has presented at an Auckland TEDx conference, and works part time as both an AUT ambassador and for the radio station FLAVA.

s 9(2)(a) OIA

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IN ACT



Education Report: Appointment of the NCEA Review Ministerial Advisory Group

To:	Hon Chris Hipkins, Minister of Education		
Date:	11 January 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1100366 s 9(2)(a) OIA
Drafter:	James Gavey s 9(2)(a) OIA	DDI:	[REDACTED]
Key contact and number:	Jackie Talbot [REDACTED]	Round robin:	No
Messaging seen by Communications team:	n/a		

Purpose of report

To support you to bring an oral item to Cabinet on 22 January 2017, seeking approval to delegate Power to Act to the Cabinet Appointments and Honours Committee (APH) in relation to the formation and appointment of your Ministerial Advisory Group for the review of NCEA (MAG).

This Education Report accompanies the Cabinet Paper *Appointment of the NCEA Review Ministerial Advisory Group*.

Summary

- On 13 December 2017, the Cabinet Business Committee (CBC) considered the Cabinet Paper *Reviewing NCEA* [CBC-17-MIN-0066], and agreed to Terms of Reference for a review of NCEA. This included agreeing to form a MAG to advise you and support the Ministry of Education during the review. CBC agreed that APH would confirm the formation of and appointment of members to the MAG in early 2018.
- For this group to form ahead of its first meeting with you on 1 February 2018, we propose that you bring an oral item to Cabinet on 22 January 2018 seeking agreement to delegate Power to Act to the Appointment and Honours Committee on 25 January 2018 to approve the Cabinet Paper *Appointment of the NCEA Review Ministerial Advisory Group*.
- We are still awaiting information to complete the Candidate CVs of the proposed MAG appointees and will send these to your Office by Tuesday 16 January.
- If APH approves the Cabinet Paper, we recommend making a public announcement on 26 January 2018 as to the MAG's Terms of Reference and membership. If you agree to

this approach, we will prepare a press release and other relevant communications to do this.

5. Following your briefing of the MAG on 1 February, we will work with the MAG through to the release of the discussion document – which will form the basis of the wider, public consultation starting in April. This will include the MAG participating in a series of workshops on 13 and 15 February.

Recommended Actions

The Ministry of Education recommends that you:

6. **Agree** to bring an oral item to Cabinet on 22 January 2018, seeking agreement to delegate Power to Act to the Appointment and Honours Committee on 25 January 2018 in respect of the formation of and appointment of members to the NCEA Review Ministerial Advisory Group, through the Cabinet Paper *Appointment of the NCEA Review Ministerial Advisory Group*.

AGREED / NOT AGREED

- A. **Agree** to publically announce the MAG, including its Terms of Reference and membership on 26 January.

AGREED / NOT AGREED



Jackie Talbot
Acting Deputy Secretary
Early Learning and Student
Achievement

11/1/18

Hon Chris Hipkins
Minister of Education

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Background

7. On 13 December 2017, the Cabinet Business Committee considered the Cabinet Paper *Reviewing NCEA* [CBC-17-MIN-0066], and agreed to Terms of Reference for a review of NCEA. Cabinet also agreed that you would convene a Ministerial Advisory Group (MAG) comprised of innovative thinkers to support you and the Ministry in reviewing NCEA.
8. In addition to its role advising you and supporting the Ministry, the MAG is responsible for setting the strategic direction for a discussion document on NCEA. This discussion document will form the basis of wider public consultation starting in April 2018.
9. We provided you with an Education Report *Review of NCEA – Ministerial Advisory Group* [METIS 1097330] in which you agreed to the proposed chair and members you will seek to appoint to the MAG. It was agreed with Cabinet that you would seek approval for the formation of this group, which would be remunerated in accordance with the Cabinet Fees Framework.¹

Seeking Cabinet approval

10. Alongside this Briefing Note is a Cabinet Paper, *Appointment of the NCEA Review Ministerial Advisory Group* which seeks Cabinet approval for the formation of and appointment of members to the MAG. APH will need to consider this paper on 25 January 2018 (its first session of 2018) so that you can hold your first meeting with the MAG on 1 February 2017.
11. To achieve this, we recommend that you ask Cabinet to approve the delegation of Power to Act to APH in relation to the Cabinet Paper, via an oral update on 22 January 2018.
12. The Cabinet Paper will ask APH to agree to the formation and membership of the MAG, and the Terms of Reference for the MAG.

Talking Points for Cabinet and APH

- As we agreed at the end of last year, the Ministry of Education is reviewing NCEA. The Terms of Reference for this review were announced on 14 December 2017.
- We also agreed to the creation of a Ministerial Advisory Group (MAG) for the review, and that I would bring a further paper to APH seeking approval for the membership of that group.
- The role of the MAG will be threefold:
 - To advise me on NCEA and the NCEA review
 - To provide advice to the Ministry throughout the review, particularly relating to the creation of the recommendations report following public consultation

¹ *Reviewing NCEA*, para 21.

- To lead the Ministry in the creation of a discussion document which informs the wide, public consultation. This will help shape the strategic direction of the review.
- The MAG is a diverse, seven-person group, including strong youth representation and a range of innovative perspectives on senior secondary education and NCEA.
- In order to create the MAG in time for stakeholder consultation in February, which will inform the topics and direction of the discussion document, I am seeking power to act for APH to:
 - approve the formation and membership of the MAG
 - approve Terms of Reference for the MAG.
- I intend to release the Terms of Reference for and announce the formation of the MAG on 26 January 2018, subject to APH's approval.

Next steps

13. If APH accepts the recommendations in the Cabinet Paper, the next step will be for the Ministry to confirm the acceptance of the appointments with the MAG members.
14. We recommend making a public announcement as to the formation of the MAG, including the Terms of Reference and membership, on 26 January 2018. If you agree to this approach, we will prepare a press release and other relevant communications to do this.
15. We understand that you plan to brief the MAG on 1 February 2018 between 10am and 11am. Following your meeting with the MAG, we intend to brief them on next steps to develop the discussion document. Prior to this first MAG meeting, we will provide you with an Education Report on the Ministry's proposed approach to managing our engagement with the MAG. This will include a draft agenda for the first MAG meeting for your review and feedback.
16. Between 13 February and 15 February, the Ministry will be holding workshops with the Reference Group (composed of a wide range of stakeholders). These will explore potential topics in the review, starting from those listed in the Terms of Reference for the review, and capture user experiences and perspectives. The Ministry of Education will work with the MAG through to the release of the discussion document, including on 13 February and 15 February as part of these workshops.
17. Following these workshops, with direction from the MAG, the Ministry will prepare a first draft of the discussion document for consideration by the MAG.

In Confidence

Office of the Minister of Education

Chair, Cabinet Appointments and Honours Committee

APPOINTMENT OF THE NCEA REVIEW MINISTERIAL ADVISORY GROUP

Proposal

- 1 This paper outlines my intention to:
 - 1.1 establish the NCEA Review Ministerial Advisory Group (MAG)
 - 1.2 appoint Jeremy Baker as Chair of the MAG
 - 1.3 appoint Barbara Cavanagh, Pauline Waiti, Michelle Dickinson, Jonathan Gee, Arizona Leger and Charles Darr to the MAG;each for an initial term of one year commencing on 1 February 2018 and expiring on 31 January 2019.

Background

- 2 On 13 December 2017, the Cabinet Business Committee considered the Cabinet Paper *Reviewing NCEA* [CBC-17-MIN-0066], and agreed to Terms of Reference for a review of NCEA, to be conducted by the Ministry of Education. These Terms of Reference were publically announced on 14 December 2017.¹
- 3 Cabinet agreed that I would convene a Ministerial Advisory Group (MAG) comprised of innovative thinkers to support the Ministry in reviewing NCEA, and in particular, to prepare a discussion document to form the basis of wide, public consultation on NCEA. It was agreed that I would seek approval for the formation of this group, which would be remunerated in accordance with the Cabinet Fees Framework.²
- 4 The role of this group is set out in detail in the Terms of Reference for the MAG at Annex 1. In brief, their role is threefold:
 - 4.1 The MAG will advise me on NCEA and the NCEA review.
 - 4.2 The MAG will advise the Ministry of Education on the NCEA review, providing support and guidance on the review throughout, including contributing to key documents.
 - 4.3 Between now and April 2018, the MAG will lead the creation of a discussion document on NCEA. This document will form the basis of the wider, public

¹ <http://education.govt.nz/ministry-of-education/information-releases/ncea-review/>.

² *Reviewing NCEA*, para 21.

consultation on NCEA which is to commence in April 2018. The MAG's role will be to shape the strategic direction and content of this document, supported by the Ministry of Education. This will be informed by input from the Ministry's Reference Group made up of a diverse range of NCEA stakeholders.

- 5 I intend that the MAG will comprise seven members:
- 5.1 a Chair appointed by the Minister of Education
 - 5.2 six ordinary members appointed by the Minister of Education.

Comment

- 6 I intend to:
- 6.1 establish the MAG, for an initial term of one year commencing on 1 February 2018 and expiring on 31 January 2019
 - 6.2 appoint Jeremy Baker as Chair of the MAG
 - 6.3 appoint Barbara Cavanagh, Pauline Waiti, Michelle Dickinson, Jonathan Gee, Arizona Leger and Charles Darr to the MAG;
- 7 CVs for these appointees are at Annex 2. In summary, the rationale for appointing each of these individuals is that:
- 7.1 Jeremy Baker has strong governance and facilitation experience as well as a background in the development of qualifications policy in New Zealand. He has participated in a range of senior education system advisory and working groups and has education sector experience including positions held with the Industry Training Federation, Learning State and Lincoln University. He brings a strong understanding of public and private sector perspectives on education and skills policy.
 - 7.2 Barbara Cavanagh was the foundation principal of Albany Senior High School, which has a strong reputation for its innovative curriculum structure, and has served as principal of Te Awamutu College and Ngāruawāhia High School. She was a member of the Ministerial Forum on Raising Student Achievement and she chaired the Professional Learning and Development Advisory Group. She is a nationally respected secondary principal who has extensive experience, particularly relating to raising student achievement.
 - 7.3 Pauline Waiti is currently a Director at Ahu Whakamua Limited. She has previously worked as Māori Development Manager at Learning Media Limited and as Te Wāhanga Māori Manager at New Zealand Council for Educational Research. Pauline provides a Māori educational perspective and deep understanding of Māori-medium education in New Zealand.
 - 7.4 Michelle Dickinson – also known as 'Nanogirl' – is Senior Lecturer in Chemical and Material Engineering at the University of Auckland and Director of Nanogirl Labs Ltd. Michelle's focus is supporting young people, particularly young women, to specialise in Science, Technology, Engineering and Mathematics

(STEM). Michelle is a Member of New Zealand Order of Merit, was the winner of the Women of Influence Award for Innovation and Science in 2016, was awarded the Sir Peter Blake Leader Award in 2015 and was winner of the Prime Minister's Science Media Communication Prize and the New Zealand Association of Scientists Science Communicators Award in 2014.

- 7.5 Jonathan Gee provides a strong youth perspective, particularly relating to tertiary study and secondary-tertiary transitions. He is currently National President of New Zealand Union of Students' Associations, a role in which he also served in 2017. Jonathan was President of Victoria University of Wellington Students' Association (VUWSA) in 2016 and has served as a youth representative on the Devonport-Takapuna Local Board of Auckland Council and as Co-chair of the local youth council. He brings significant expertise in the experiences of young people in tertiary education across a wide range of settings.
- 7.6 Arizona Leger is an advocate for empowering youth voices from diverse backgrounds and cultures. Arizona is a student at Auckland University of Technology, studying towards a Bachelor's Degree in Communications. Arizona presented at Auckland Museum's TEDxYouth event in 2013, speaking on multiculturalism and youth voice. She was Epsom Girls' Grammar Head Girl in 2013.
- 7.7 Charles Darr is a senior researcher and manager of the Assessment, Design, and Reporting (AD&R) team at the New Zealand Council for Educational Research (NZCER). He has expertise in educational measurement and has overseen a large number of assessment development projects including leading the project team that developed the Literacy and Numeracy for Adults Assessment Tool. Charles also led the psychometric programme that supported the development of the Progress and Consistency Tool (PaCT). His strong academic background in student assessment provides technical expertise for the MAG.

Representativeness of appointment

- 8 I am satisfied that the appointment of Jeremy Baker as Chair of the MAG, and the appointment of Barbara Cavanagh, Pauline Waiti, Michelle Dickinson, Jonathan Gee, Arizona Leger and Charles Darr will provide for a well-balanced MAG in terms of gender, age, ethnicity and geographic representation, and an appropriate mix of skills and experience.

Remuneration

- 9 The Board is classified as a Level 2 Group 4 body under the Cabinet Fees Framework. The fees paid to members and chair will be within the level 2 band of the Cabinet Office Circular (12)6, consistent with the Fees Framework.

Appointment process and consultation

- 10 I can confirm that an appropriate process has been followed in selecting the proposed appointees, in terms of the State Services Commission appointment guidelines. In

summary, that process comprised identifying a list of appropriate candidates, shortlisting based on personal expertise and appropriate representation (with a particular focus on expertise in matauranga Māori, and youth representation), consulting with central and social sector agencies (detailed below) on the final list of candidates, and reviewing the candidates' CVs.

- 10.1 The Treasury, New Zealand Qualifications Authority, Tertiary Education Commission, State Services Commission, Department of Internal Affairs (Ethnic Communities), Ministry of Women, Ministry for Pacific Peoples and Oranga Tamariki have been consulted on this paper.
- 10.2 The Department of Prime Minister and Cabinet, Ministry of Social Development (including the Office of Disability Issues), Ministry of Youth Development, Te Puni Kōkiri, Department of Corrections, and Education Review Office have been informed.
- 11 This process was appropriate because the MAG will play a significant role in the review of NCEA, but will not control a budget or otherwise exercise independent powers (i.e., its role is confined to providing advice).
- 12 Probity checks are currently underway for all proposed appointees, and membership is conditional on no adverse findings.

Conflicts of interest

- 13 The following possible conflicts of interest have been identified:

	Conflicts (actual/potential/perceived)	Proposed Management
Jeremy Baker	Jeremy is a Director of Matairangi Mātauranga Ltd, an educational consultancy firm. There is a possibility of future consultancy work on qualifications policy which could arise from the review of NCEA, creating potential for a conflict of interest.	Jeremy is not currently available for contracting and consulting work, having recently started full-time employment. The MAG will not have decision-making powers in relation to recommendations or the implementation of the NCEA review.
Barbara Cavanagh	No conflicts identified	
Pauline Waiti	No conflicts identified	
Michelle Dickinson	No conflicts identified	
Jonathan Gee	No conflicts identified	
Arizona Leger	No conflicts identified	

Charles Darr	<p>Charles is married to [REDACTED] is not responsible or accountable for the delivery of the NCEA review, and does not have decision-making powers relating to the NCEA review. [REDACTED] will recuse herself from discussions that relate to the MAG.</p> <p>This perceived conflict is currently adequately managed in work involving the Ministry of Education and NZCER.</p>
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Timing and Publicity

- 14 A press statement will be issued once the MAG has been formed, the appointments have been approved, and the appointees have been notified.

Recommendation

- 15 It is recommended that the Committee note my intention to:

15.1 appoint Jeremy Baker as Chair of the MAG

15.2 appoint Barbara O'Leary, Pauline Waiti, Michelle Dickinson, Jonathan Gee, Arizona Leger and Charles Darr to the MAG;

each for an initial term of one year commencing on 1 February 2018 and expiring on 31 January 2019.

Authorised for lodgement

Hon Chris Hipkins

Minister for Education

Candidate CV Form

Name (family name in upper case; include title if appropriate)	Arizona Ariki Nofoali'i LEGER
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment (per day and/or per year)	\$480 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> • Advocate for youth and students from diverse backgrounds and cultures • Recent interaction with NCEA from a student perspective • Experience working on the transition from High School to University
Possible conflicts of interest	N/A
Proposals for conflict management (if applicable)	N/A

The Candidate

Name	Arizona Ariki Nofoali'i LEGER	s 9(2)(a) OIA
Address		
Citizenship (if not New Zealand)		
Age	22	
Current or most recent Employment	AUT – Engagement Co-Ordinator	
Government board appointments held	N/A	

Private and/or voluntary sector board appointments held	Auckland Museum Youth Advisory Group
Qualifications and experience	Bachelors of Communication Studies, TEDx Youth Auckland Leadership Speaker

Date: 17 / 01 / 2018

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Candidate CV Form

Name	Barbara CAVANAGH
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$480 per day

How the Appointee Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> • Extensive experience in the secondary sector • Focus and insight into raising student achievement in the context of NCEA assessment • Experience leading diverse lower decile schools
Possible conflicts of interest	N/A
Proposals for conflict management (if applicable)	N/A

The Appointee

Name	Barbara CAVANAGH	s 9(2)(a) OIA
Address	<div style="background-color: black; width: 100%; height: 20px;"></div>	
Citizenship (if not New Zealand)		
Age	65	
Current or most recent Employment	Barbara has just started as principal of Huntly College. For the previous 10 years she was principal of Albany Senior High School.	
Government board appointments held	Barbara chaired the Professional Learning and Development (PLD) Advisory Group.	

Private and/or voluntary sector board appointments held	Barbara served on the board of COMET Auckland for two years.
Qualifications and experience	<ul style="list-style-type: none">• Principal of Te Awamutu College and Ngaruawahia High School• Foundation principal of Albany Senior High School.• Member of the Ministerial Cross-Sector Forum on Raising Achievement

Date: 11 / 01 / 2018

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Candidate CV Form

Name	Charles DARR
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$480 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> • Technical understanding of NCEA • Expertise in educational measurement • Experience in designing, developing and maintaining assessment and survey tools
Possible conflicts of interest	<p>Charles is married to [REDACTED] who is a senior policy analyst at the Ministry of Education sits on the review of NCEA Planning Group.</p> <p>Charles works for the New Zealand Council for Educational Research (NZCER). From time to time NZCER has undertaken contracted work for both the Ministry of Education and NZQA.</p>
Proposals for conflict management (if applicable)	<p>[REDACTED] has limited involvement in the review of NCEA, and purely in an advisory role. In matters related to the MAG, [REDACTED] will excuse herself from discussions.</p>

The Candidate

Name (family name in upper case; include title if appropriate)	Charles DARR
Address	[REDACTED]
Citizenship (if not New Zealand)	
Age	50

Current or most recent Employment	Senior Researcher and Manager Assessment Design and Reporting at the New Zealand Council for Educational Research (NZCER)
Government board appointments held	None
Private and/or voluntary sector board appointments held	None
Qualifications and experience	<p>Qualifications B.Sc., Dip.Tchnng, M.Ed. (Dist)</p> <p>Key skills and knowledge</p> <ul style="list-style-type: none"> • Senior researcher and manager of the Assessment, Design, and Reporting (AD&R) team at the New Zealand Council for Educational Research (NZCER). The AD&R team is responsible for overseeing NZCER's work in designing, developing and maintaining assessment and survey tools, including tools designed for on-line administration, reporting and analysis. • Expertise in educational measurement and has overseen a large number of assessment development projects including leading the project team that developed the Literacy and Numeracy for Adults Assessment Tool and the psychometric programme that supported the development of the Progress and Consistency Tool (PaCT). • Conceptual leadership for the National Monitoring Study of Student Achievement (NMSSA). He is also currently leading NZCER's work to develop online computer adaptive versions of assessment tools published by NZCER. • Member of NZQA's technical overview group (TOGA) which is a committee of scholars set up to monitor and make recommendations about the New Zealand Scholarship and NCEA exams.

Date: 11 / 01 / 2018

Candidate CV Form

Name	Jeremy William BAKER
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Chair
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$680 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> • Strong governance and facilitation experience • In-depth understanding of history and development of NZ qualifications policy • Understanding of public and private sector perspectives on education and skills policy
Possible conflicts of interest	Director, Mataitahi Mātauranga Ltd
Proposals for conflict management	Jeremy is currently in fulltime employment and is not available for consultancy work. The MAG will not have implementation decision powers, and when considering advice; the Minister and Ministry will remain aware of the potential conflict and repercussions.

The Candidate

Name	Jeremy William BAKER	§ 9(2)(a) OIA
Address	[REDACTED]	
Citizenship (if not New Zealand)		
Age	48	
Current or most recent Employment	Chief Insight Officer, Beef + Lamb NZ Ltd, 2018 -	
Government board appointments held	Advisory Group membership: <ul style="list-style-type: none"> • Foundation Learning Advisory Group (2004) 	

	<ul style="list-style-type: none"> • Technical Working Group on the Introduction of a Performance Element to tertiary education funding (2003) • Advisory Group on Tertiary Institutional Governance (2003) • Credit Transfer Working Group (2002) • Working Party on Charters and Profiles (2001) • Ministerial Lead Group on Qualifications Framework (1994)
Private and/or voluntary sector board appointments held	<ul style="list-style-type: none"> • Deputy Chair, NZ Universities Academic Audit Unit Board (2007-2012) • Chair, Advisory Board, Industrial Relations Centre, VUW (2010-2012) • Chair, Victoria University Book Centre Ltd (2009-present) • Board member, Wellington Employer's Chamber of Commerce (2010-2012)
Qualifications and experience	<ul style="list-style-type: none"> • Student representative positions (1988-1994) • Director of education research and policy consultancy (1995-2000) • Participation in a range of senior education system advisory & working groups (1994-2004) • Senior advisor to Tertiary Education Advisory Commission • Private sector experience with Business NZ, Wellington Employers Chamber of Commerce and the Industry Training Federation; now at Beef + Lamb NZ • Education sector experience at Industry Training Federation, Learning State and Lincoln University. • Public sector experience at the Department of Labour, with responsibility for employment and skills policy

Date: 11 / 01/ 2018

Candidate CV Form

Name	Jonathan Philip William GEE
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$480 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> • Works in the tertiary education sector with a focus on improving access to different modes of tertiary education and training • A strong youth and learner perspective • Experience in advocacy and student representation and well-versed in consulting and engaging with communities, and has the ability to challenge the status-quo • Governance experience in education sector
Possible conflicts of interest	N/A
Proposals for conflict management	N/A

The Candidate

Name	Jonathan Philip William GEE
Address	<div style="background-color: black; width: 100px; height: 40px; display: inline-block;"></div> <div style="border: 1px solid black; padding: 2px; margin-left: 10px;">s 9(2)(a) OIA</div>
Citizenship (if not New Zealand)	
Age	23
Current or most recent Employment	National President, New Zealand Union of Students' Associations (NZUSA) (January 2017 – present)

Government board appointments held	N/A
Private and/or voluntary sector board appointments held	<ul style="list-style-type: none"> • Board Member, Academic Quality Agency for New Zealand Universities (January 2016 – present) • Board Member, Student Job Search Aotearoa (January 2017 – present) • Council Member, Victoria University of Wellington (January 2016 – December 2016) • Executive member, Victoria University of Wellington Students' Association Incorporated (January 2015 – December 2016) (incl. President in 2016) • Youth Representative, Devonport-Takapuna Local Board, Auckland Council (January 2011 – December 2011)
Qualifications and experience	<p>Qualifications</p> <ul style="list-style-type: none"> • Bachelor of Arts (Public Policy and Political Science), Victoria University of Wellington (2012-2016) <p>Work history</p> <ul style="list-style-type: none"> • National President, New Zealand Union of Students' Associations (January 2017 – present) • President, Victoria University of Wellington Students' Association Incorporated (January 2016 – December 2016) • Academic Vice President, Victoria University of Wellington Students' Association Incorporated (January 2015 – December 2015) (part-time) <p>Community involvement</p> <ul style="list-style-type: none"> • Trustee, Victoria University of Wellington Students' Association Trust (2016) • Wellington Regional President, United Nations Youth New Zealand (May 2013 – October 2014) • Youth Representative, Devonport-Takapuna Local Board of Auckland Council (2011) • Co-Chair/member, North Shore City Youth Council (2009-2011) • Chair/member, Youthfund Board (2010-2011) • Youth Ambassador, UNICEF New Zealand (2010)

Date: 11 / 01 / 2018

Candidate CV Form

Name (family name in upper case; include title if appropriate)	Michelle Emma DICKINSON
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The Position

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$480 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position	<ul style="list-style-type: none"> Over 10 years of tertiary teaching experience with understanding of tertiary transition requirements Expertise in the teaching of digital and STEM knowledge and content Experience in cultural and gender specific teaching content Understanding of the pedagogy of 'minority' students in the STEM field including females, Maori and Pacifica students and students from lower socioeconomic and rural regions
Possible conflicts of interest	None
Proposals for conflict management	None

The Candidate

Name	Michelle Emma DICKINSON
Address	[REDACTED] s 9(2)(a) OIA
Citizenship (if not New Zealand)	New Zealand
Age	39
Current or most recent Employment	<ul style="list-style-type: none"> 2009-present Senior Lecturer Engineering, The University of Auckland 2015- present Founder and Director Nanogirl Labs Ltd

	<ul style="list-style-type: none">• 2014-2017 Co-Founder and content creator OMGTech charity
Government board appointments held	<ul style="list-style-type: none">• 2015-2017 Nation of Curious minds MBIE advisory board• 2016 CEO Ministry of Health to CTO recruitment advisory board• 2015-2017 MBIE Expert Advisory board• 2015- present Participatory Science MBIE program science advisory board
Private and/or voluntary sector board appointments held	Code Club board 2015-2017
Qualifications and experience	<ul style="list-style-type: none">• PhD in Materials Engineering and Postgraduate diploma in Academic Practise, specialising in using digital technologies to promote science and technology education.• 20 years in engineering and technology with a passion for outreach to hard to reach communities.• Senior Lecturer in Engineering, University of Auckland; teaching undergraduate and postgraduate students in Materials Engineering, and non-engineering students through general education program.• Founder of Nanogirl Labs, a social enterprise involved in building STEM (science, technology, engineering and Maths) skills in primary and secondary school students and teachers.

Date: 11 / 01 / 2018

Candidate CV Form

Name (family name in upper case; include title if appropriate)	Pauline Caren Waiti
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The Position *(we will fill out)*

Organisation	Review of NCEA Ministerial Advisory Group
Position	Member
Term	1 year from 1 February 2018 until 31 January 2019
Payment	\$480 per day

How the Candidate Meets the Needs of the Position

Skills and attributes the candidate will bring to the position (e.g. business skills, community involvement, cultural awareness, regional perspective – as relevant to the needs of the position)	Extensive experience in: <ul style="list-style-type: none"> the secondary school teaching sector in both English medium and Māori – medium settings. Curriculum and Achievement Standards development educational research educational publishing Expertise on NCEA, particularly in a Māori – medium setting
Possible conflicts of interest	N/A
Proposals for conflict management (if applicable)	N/A

Continue on next page if required

The Candidate

Name	Pauline Caren Waiti	s 9(2)(a) OIA
Address		
Citizenship (if not New Zealand)		
Age	61	
Current or most recent Employment	Director, Ahu Whakamua Limited	
Government board appointments held	Member of Māori Education Commission, Māori Development Commissions, 1997 -1999, Minister Hon Tau Henare	

(current and previous, include years)	
Private and/or voluntary sector board appointments held (current and previous, include years)	<ul style="list-style-type: none"> • Chairperson and member Te Kura Kaupapa Maori o Te Ara Rima BoT, Hamilton 1993 – 1996 • Chairperson and member Te Kura Kaupapa o Takapau, BoT Central Hawkes Bay 1999 – 2002 • Member, Te Aute College BoT, 2007 – 2009 • Ministerial Appointment, Central Regional Health School Board, 2011 - 2012
Qualifications and experience (include significant work history and community involvement)	<ul style="list-style-type: none"> • BSc and Diploma Teaching, Science subjects qualified secondary school teacher. • Involved in Curriculum and assessment development for Science, Putaiao, and Hangarau over a period of 30 yrs from the original Curriculum Review in the mid 80's as a young science teacher to the most recent curriculum development Te Marautanga o Aotearoa in 2005. • Lead co-developer of Pūtaiao Curriculum in 1993, Lead Developer of Hangarau Curriculum 1997, Member of Team for Pūtaiao Curriculum development in 2008 – 2010. • Panel Lead for NCEA Achievement Standard Development for Putaiao 2011 – 2016, • Panel Lead for NCEA Achievement Standard Development for Hangarau 2011 – 2016.

Use further pages, if required, to provide the information requested

Date: 15 / 01 / 2018



Education Report: Interacting with the NCEA Review Ministerial Advisory Group

To:	Hon Chris Hipkins, Minister of Education		
Date:	23 January 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1102443 s 9(2)(a) OIA
Drafter:	James Gavey	DDI:	[REDACTED]
Key contact and number:	Jackie Talbot, [REDACTED]	Round robin:	No
Messaging seen by Communications team:	n/a	s 9(2)(a) OIA	

Purpose of report

To seek your agreement to the broad parameters of how the Ministry of Education will interact with, support and seek support from the NCEA Review Ministerial Advisory Group (MAG) in the course of 2018.

Summary

1. We noted that we would seek your approval to how we will engage with the MAG in the course of the NCEA review in our last Education Report to you, *Appointment of the NCEA Review Ministerial Advisory Group* [METIS 1100366].
2. We will work closely with the MAG throughout the NCEA review. When we engage with the MAG, we will follow four key principles:
 - a. The MAG will have control over its own processes and outputs.
 - b. The Ministry and MAG will be active partners through the review.
 - c. The Ministry intends to provide the support to the MAG required to adequately fulfil their functions.
 - d. The Ministry will respect the role of the MAG in advising you, both through the delivery of a discussion document, and in the ability to offer separate independent advice as needed.
3. We have two planned engagements with the MAG in February 2018, to support the MAG to develop the discussion document. These engagements will be on 1 February, and on 13 to 15 February.

4. We have prepared a draft letter for you to send to the Chair of the MAG, Jeremy Baker. This details your expectations for the MAG throughout the review of NCEA.

Recommended Actions

The Ministry of Education recommends that you:

- A. **Agree** to the Ministry engaging with the MAG as set out in paras 6-11, including through a workshop between 13 and 15 February, which the Ministry will organise and host to support the MAG to develop a framework for a discussion document.

AGREED / NOT AGREED

- B. **Agree** to send a letter to the Chair of the MAG, Jeremy Baker, detailing your expectation for the MAG including how it engages with the Ministry (Draft at Annex 1).

AGREED / NOT AGREED



Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student
Achievement

29/1/18

Hon Chris Hipkins
Minister of Education

 / /

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Background

5. On 13 December 2017, the Cabinet Business Committee considered the Cabinet Paper *Reviewing NCEA* [CBC-17-MIN-0066], and agreed to Terms of Reference for a review of NCEA – which included the convening of the NCEA Review Ministerial Advisory Group (MAG). You have submitted a further Cabinet Paper for consideration by APH, *Appointment of the NCEA Review Ministerial Advisory Group* [METIS 1100366], seeking approval to form and appoint to the MAG.
6. This Education Report builds on our advice in *Appointment of the NCEA Review Ministerial Advisory Group* [METIS 1100366] and seeks agreement to our proposed approach to engaging with the MAG for the duration of its appointment. We have already spoken to the Chair of the MAG, Jeremy Baker, and he is comfortable with this recommended approach.

Engagement with the MAG

7. You have signalled – through the Terms of Reference for the NCEA Review, and the Terms of Reference for the MAG – that the MAG will:
 - a. provide you with advice on NCEA
 - b. provide the Ministry of Education with advice and support in relation to the NCEA review
 - c. develop a discussion document on NCEA, which will be agreed by Cabinet and publically released in April 2018.
8. There are tight timeframes for the MAG to produce a discussion document and for the Ministry to produce documents after consultation. The Ministry will therefore work closely with the MAG to ensure both parties have adequate resources and access to advice to produce quality products.
9. The Ministry will make drafting resourcing available to the MAG and will provide strategic and expert advice on NCEA to the MAG in preparing the discussion document. This will involve the Ministry providing recommended approaches to the MAG for products and processes, including the approach detailed in paragraph 12. Any such recommendations are subject to the agreement of the MAG.
10. The Ministry also intends to seek the advice and support of the MAG throughout the review process, particularly in the development of a recommendations report following consultation.
11. When we interact with the MAG, we will abide by the following principles:
 - a. The MAG will have control over its own processes and outputs.
 - b. The Ministry and MAG will be active partners through the review.
 - c. The Ministry will provide the support to the MAG required to adequately fulfil their functions.

- d. The Ministry will respect the role of the MAG in advising you, both through the delivery of a discussion document, and in the ability to offer independent advice as needed.

Initial interactions with the MAG

12. We have planned two meetings with the MAG for February 2018:

- a. On 1 February, you have indicated that you wish to brief the MAG. Following this briefing, we intend to discuss the following with the MAG (agreed with the Chair):
 - i. Background information they will need on NCEA and the review, including the timeline for the review.
 - ii. How we can support them to develop the discussion document, and how we will work together throughout the review.
 - iii. Overarching process to develop the discussion document and start planning the nature and design of the document.
- b. On 13 to 15 February, we will meet with the MAG to develop a framework for the discussion document. This will likely involve identifying the topics and overall strategy for the document, as well as receiving feedback from the Reference Group through a workshop on 14 February. This will be decided in consultation with the MAG chair.
- c. The Ministry will provide the MAG with a suggested approach to this meeting, based on the above, but will work with the MAG to finalise how the engagement will take place.
- d. Following the meeting, we will recommend to the MAG that we be commissioned to prepare a draft discussion document for their review. Further meetings with the MAG will be held as necessary, and negotiated through the Chair.

Letter of Expectations

- 13. We recommend that you send a Letter of Expectations to Jeremy Baker as Chair of the MAG. This will formally set out your expectations for him as Chair of the Group, including quality and delivery of advice, and how you expect the MAG to work with the Ministry.
- 14. A draft letter is attached at Annex 1 for your review, based on the recommendations in this paper. The letter contains expectations for the fulfilment of each of the MAGs key functions and is based on the Terms of Reference for the review and for the MAG.
- 15. If you agree to send a letter to the Chair, we will work with your office to develop it further. We will then create talking points for you, in line with your expectations in the letter, for the briefing of the MAG on 1 February.

Annex 1: Draft Letter of Expectations to MAG Chair

Mr Jeremy Baker
Chair
Ministerial Advisory Group – Review of NCEA

Dear Jeremy

LETTER OF EXPECTATIONS

I am writing to convey my expectations of the Ministerial Advisory Group (MAG) for the review of NCEA over the coming year.

The introduction of the National Certificates of Educational Achievement (NCEA) as New Zealand's main set of national qualifications for secondary school students was a positive step for New Zealand education. Since its introduction, significant changes have been made, but there has not been a wholesale review of the qualifications. We are aware of concerns that exist in the current implementation of the system, particularly the negative effects of the widespread focus on credit accumulation. I have therefore asked the Ministry of Education to conduct an extensive review of NCEA to try to unlock the full potential of the qualifications.

The Advisory Group will play a crucial role in providing innovative perspectives and viewpoints to the review. I hope it will challenge traditional thinking on secondary education and assessment. The MAG will play a key role in setting the strategic direction of the review, ensuring that it is robust yet dynamic.

The roles and parameters of the MAG are set out in the Terms of Reference. In short, I set up the Advisory Group with three core functions. These are:

- To provide advice to me over the course of the review
- To provide advice to the Ministry of Education as they undertake the review
- To develop a discussion document, with support from the Ministry, which will form the basis of public consultation in the review.

Providing advice to the Minister

The MAG will provide me with advice during the review. This will primarily occur through the draft discussion document, but also in the provision of independent advice. While the MAG will be working closely with the Ministry and providing input into their conducting of the review, there may be situations where you feel that it is necessary to put up separate advice. I expect that you, as Chair, would arrange to provide this advice to me. In general, I expect that you also seek to provide the advice to the Ministry, to inform the review.

If I require an independent perspective on an aspect of the review, I may also commission advice from the MAG, through you as Chair. This may be further advice on a particular topic, or contestable advice to that which the Ministry provides.

Working with the Ministry

Throughout the review of NCEA, you will work closely with the Ministry of Education, who are leading the review. I expect you to work as active partners and to act in good faith in your

interactions. Generally, the MAG will provide advice to the Ministry, adding fresh perspectives and asking questions which challenge their thinking. Interactions with the Ministry will be arranged through you as Chair.

To ensure the MAG fulfils its functions, you will need to be supported by the Ministry. I trust you will work with them to ensure the MAG has all its required resources. Areas where the Ministry can provide support include drafting, procedural design, technical expertise, administrative help and secretariat services, and the provision of data and background information.

Creating a discussion document

In order to ensure the review is expansive and dynamic, the MAG will lead the development of a discussion document, with a draft due to me by 5 April. This document will form the basis for public consultation and will shape the strategic direction of the review. The starting point for this piece of work should be the principles and topics laid out in the Review of NCEA Terms of Reference which I announced in 14 December 2017.

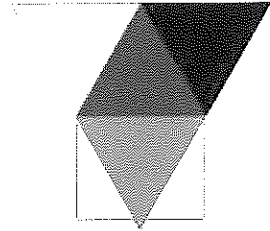
The Ministry will support you in the development of this document, and will do the drafting under your guidance. They will also run workshops with their stakeholder Reference Group to explore the topics of the review and relevant perspectives. Feedback from these workshops will inform the discussion document which, while the Ministry will draft it, I expect the MAG to authorise and submit to me.

The purpose of the discussion document is to inform and focus the public consultation which will start in April. I want the document to engage the wide variety of people who will interact with it and encourage meaningful responses. It should cover the topics which have emerged from listening to NCEA stakeholders, including those already mentioned in the Review of NCEA Terms of Reference.

I hope this provides you with a clear sense of my expectations for the MAG over the coming year. I look forward to seeing your draft discussion document. You can contact my office if you have any queries or concerns.

Yours sincerely

Hon Chris Hipkins
Minister of Education



Briefing Note: 1 February meeting with NCEA Review Ministerial Advisory Group

To:	Hon Chris Hipkins, Minister of Education		
Date:	30 January 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1103528 s 9(2)(a) OIA
Drafter:	James Gavey	DDI:	[REDACTED]
Key contact and number:	Jackie Talbot, [REDACTED]	Round robin:	No
Messaging seen by Communications team:	n/a	s 9(2)(a) OIA	

Summary

- You are scheduled to meet with your Ministerial Advisory Group (MAG) for the review of NCEA at Mātauranga House on 1 February, from 10:00 am until 11:00 am.
- This briefing note provides you with possible talking points for this meeting.
- A run sheet for the day is attached at Annex 1.


Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

30 / 01 / 2018

Background

1. The Cabinet Business Committee agreed in December 2017 that a Ministerial Advisory Group would be formed to support you throughout the review of NCEA [CBC-17-MIN-0066 refers]. APH subsequently considered the forming of the MAG on 25 January with power to act from Cabinet, and approved the MAG and its proposed membership [APH-18-MIN-0005 refers]. The MAG was announced in a press release on 27 January.
2. You have agreed to brief the MAG at Mātauranga House, 33 Bowen Street from 10:00 am until 11:00 am on 1 February. The Ministry staff who will attend your briefing will be:
 - a. Iona Holsted, Secretary for Education
 - b. Ellen MacGregor-Reid, Deputy Secretary, Early Learning and Student Achievement
 - c. Jackie Talbot, Group Manager, Secondary Tertiary
 - d. Rob Mill, Senior Manager, Secondary Tertiary
 - e. James Gavey, Senior Advisor, Secondary Tertiary.
3. With permission from your office, we met with the proposed Chair of the MAG, Jeremy Baker, on 23 January. This meeting has informed our planned meeting with the MAG following your briefing, and our approach to supporting and working with the MAG going forward.
4. Following your briefing, the MAG will meet with the Ministry to discuss how we can support the MAG to deliver the discussion document, and how we will work together throughout the NCEA review.
5. A run sheet for the day is attached at Annex 1.

Talking points for MAG briefing

- I would like to thank you all for agreeing to sit on my Advisory Group for the NCEA Review.
- I am really pleased with the range and depth of experience and perspectives that the MAG brings together. You form an exciting and dynamic group with a valuable mix of academic expertise, user experience, and innovative education thinking.

(Brief biographies of each MAG member are at Annex 2).

Vision for the NCEA review

- The NCEA review is an opportunity to bring together a range of perspectives on NCEA and senior secondary education – from the Ministry as stewards of NCEA, to young people, their parents and whānau, teachers, school leaders, employers and members of the wider community.
- NCEA was introduced between 2002 and 2004 – and our world has changed dramatically since then. We owe it to young New Zealanders to make sure that our major school-leaving qualification stays relevant and future-focused. The NCEA review is an opportunity to do this.

- The NCEA review will run alongside other conversations I want to have with New Zealanders about education: about how we can best ensure barrier-free access, how we can inspire and catalyse quality teaching, and how we can ensure our education system is futureproof and offers 21st century learning opportunities.
- This review is an opportunity to hear from the wide range of people who are impacted by NCEA about their experiences. These experiences will be used to refine and strengthen the qualification, to ensure its implementation matches its promise.
- I've already identified some areas where I think NCEA can be improved, to do more for young people, their families and whānau, and teachers including:
 - Overassessment and teacher workload – with credit accumulation as a significant cause.
 - Equity of access in the qualification.
 - Ensuring learning is derived from the National Curriculum rather than being assessment-driven.
 - The role and relevance of NCEA Level 1.
 - Credit requirements for each qualification.
 - Ensuring it's easy to understand NCEA.

Role of the MAG

- But I want your advice on what else the NCEA review should consider, and where you see opportunities to strengthen NCEA.
- I've sought your advice because you have shown yourselves to be innovators – with diverse and potentially disruptive perspectives to challenge me, the Ministry, and New Zealanders when they're thinking about NCEA.
- Your role is to shape a discussion document for New Zealanders to consider, and then to advise me and the Ministry of Education throughout the NCEA review.
- First, I've asked you to take responsibility to develop the discussion document – which will set out a roadmap for the NCEA review. It's an opportunity to explain to New Zealanders the five principles guiding the review: wellbeing, equity, coherence, pathways and credibility. And it's an opportunity to start conversations about topics which you think will matter to people who use NCEA.
- The discussion document will set the tone and strategic direction of the review, and I look forward to you using it to ask tough questions about how we can offer young people the best start to their adult lives.
- Once the discussion document is publically released in late April, I expect the MAG's role to shift focus. Throughout the review – as the Ministry consults with the New Zealand public, and develops recommendations for me and my Ministerial colleagues to consider – your voice will be invaluable in challenging and advising both me, and the Ministry.

Relationships

- Throughout the review of NCEA, I expect you'll work closely with the Ministry of Education. The Ministry will support you to create the discussion document.
- I understand that you will also have access to a Reference Group of organisations and individuals with a stake in NCEA, which will provide a diverse cross-section of views on the qualifications. The Reference Group will provide an array of experience and perspective as well as user expertise relating to NCEA and how it operates. The Ministry and Jeremy have been planning workshops on 13 to 15 February to achieve this.

(A list of groups who we will invite to the Reference Group are at Annex 3).

- I understand that the Ministry has been working with Jeremy to arrange a workshop for you between 13 and 15 February to help you develop a blueprint for the discussion document, with input from the Reference Group and Youth Advisory Group.
- The workshops will allow you to test your thinking with stakeholders and to explore how people engage with different aspects of NCEA.
- Last year I also formed a Youth Advisory Group, composed of students with a diverse set of backgrounds and education experiences who will meet four times over this year. Through the Ministry facilitator of the Youth Advisory Group, I hope they will provide input into the review, including into the discussion document. I encourage you to work with the Ministry to identify opportunities for the Youth Advisory Group to have input into the review.
- I have asked the Ministry to arrange meetings with Hon Nikki Kaye and David Seymour to keep them informed on the review. I am interested in understanding their perspectives on NCEA and am keen for you to take them into account when preparing the discussion document.
- As a MAG I would like to also extend the opportunity for you to meet with Hon Kaye and Mr Seymour.

Next steps

- I understand that the Ministry will now be taking the opportunity to discuss with you how the MAG and Ministry will work together through the review, and in developing the discussion document in particular.
- I wish you all the best, and look forward to your advice and guidance over the year to come.

Annexes

- Annex 1: Run sheet
- Annex 2: Brief biographies of MAG members
- Annex 3: List of invitees to Ministry Reference Group

Annex 1: Run sheet

Thursday 1 February 2018

9.30 AM – 3.00 PM

Room 2.04, Mātauranga House, 33 Bowen Street

Thursday 1 February		
9.15 AM	Ministerial Advisory Group (MAG) members begin arriving at Mātauranga House, sign in, receive name tags and gather at Reception on Level 1. Jackie Talbot and Rob Mill meet and greet members on arrival. Catering arrives at 2.04.	Level 1 / Reception
9.30 AM	Whakatau led by Wayne Ngata MAG introductions - Jeremy Baker (Chair) leads.	2.04
9.55 AM	Minister Hipkins arrives – Iona Holsted and Ellen MacGregor-Reid greet him on Level 1.	Level 1 / Reception
10.00 – 11.00 AM	Minister opens meeting and briefs the MAG.	2.04
11.00 AM	Minister Hipkins departs.	
11.00 – 12 noon	MAG meeting continues, led by Chair.	2.04
12.00 – 12.20 PM	Working lunch.	2.04
12.20 – 3.00 PM	MAG meeting continues, led by Chair.	2.04
3.00 – 3.10 PM	MAG members leave	Level 1 / Reception

Annex 2: Brief biographies of MAG members

Jeremy Baker (Chair) is Chief Insight Officer at Beef and Lamb NZ. He has participated in a range of senior education system advisory and working groups and has education sector experience including positions held with the Industry Training Federation, Learning State and Lincoln University.

Barbara Cavanagh is the principal of Huntly College. She was the foundation principal of Albany Senior High School and has served as principal of Te Awamutu College and Ngāruawāhia High School. She was a member of the Ministerial Forum on Raising Student Achievement and she chaired the Professional Learning and Development Advisory Group.

Pauline Waiti is a Director at Ahu Whakamua Limited. She has previously worked as Māori Development Manager at Learning Media Limited and as Te Wāhanga Māori Manager at New Zealand Council for Educational Research (NZCER).

Michelle Dickinson ("Nanogirl") is Senior Lecturer in Chemical and Material Engineering at the University of Auckland and Director of Nanogirl Labs Ltd. Michelle is a Member of New Zealand Order of Merit, was the winner of the Women of Influence Award for Innovation and Science in 2016, and was awarded the Sir Peter Blake Leader Award in 2015.

Jonathan Gee is National President of New Zealand Union of Students' Associations. He was President of Victoria University of Wellington Students' Association (VUWSA) in 2016 and has served a term on the Victoria University of Wellington Council. He has served as a youth representative on the Devonport-Takapuna Local Board of Auckland Council and as Co-chair of the local youth council.

Arizona Leger works for Auckland University of Technology. She presented at Auckland Museum's TEDxYouth event in 2013, speaking on multiculturalism and youth voice. She was Epsom Girls' Grammar Head Girl in 2013 and has also served on the Auckland Museum Youth Advisory Group.

Charles Darr is a senior researcher and manager of the Assessment, Design, and Reporting (AD&R) team at the New Zealand Council for Educational Research (NZCER). He led the project team that developed the Literacy and Numeracy for Adults Assessment Tool and led the psychometric programme that supported the development of the Progress and Consistency Tool (PaCT). Charles is part of the leadership team for the National Monitoring Study of Student Achievement (NMSSA).

Annex 3: List of invitees to Ministry Reference Group

	Organisation/Institution
1	Ministry of Education (Chair)
2	New Zealand Qualifications Authority
3	Tertiary Education Commission
4	Education Review Office
5	New Zealand Post Primary Teachers' Association
6	Secondary Principals' Association of New Zealand
7	New Zealand Secondary Principals' Council
8	National Association of Secondary Deputy and Assistant Principals'
9	New Zealand School Trustees Association
10	Education Council of Aotearoa New Zealand
11	Te Kura – The Correspondence School
12	Business New Zealand
13	Universities New Zealand
14	New Zealand Institutes of Technology and Polytechnics
15	Industry Training Federation
16	Independent Tertiary Education NZ
17	Quality Tertiary Institutions
18	Ara Taiohi
19	New Zealand Union of Students Association
20	Reverend Au Liko
21	NZ Chinese Association
22	Technical Overview Group Assessment
23	NZEI Te Riu Roa
24	Rainbow Youth Aotearoa
25	Education NZ
26	New Zealand Association for the Teaching of English
27	New Zealand Association of Mathematics Teachers
28	Te Rūnanganui o Ngā Kura Kaupapa Māori
29	Te Rūnanganui o Ngā Kura a Iwi o Aotearoa
30	University of Auckland (Māori medium expert)
31	Iwi Leaders Forum
32	Te Taihū o Ngā Wānanga

33	McDonald's
34	T&G Global (Turners and Growers)
35	Counties Manukau DHB
36	NZ Media and Entertainment (NZME)
37	Hawkins Downer Group
38	NZ Tech
39	Fisher and Paykel – Health Care
40	NZ Initiative
41	John Morris

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From: ELSA Mailbox

s 9(2)(a) OIA

Sent: Tuesday, 30 January 2018 10:55 a.m.

To: DL Briefings & Reports Hipkins

s 9(2)(a) OIA

Cc: Tom O'Brien

; Ellen MacGregor-Reid

ELSA Mailbox

s 9(2)(a) OIA

; Jackie Talbot

Subject: Revised Briefing Note: 1 February meeting with NCEA Review MAG (incl speaking points) and Draft Letter to Nikki Kaye and David Seymour

Mōrena,

Please find attached **Briefing Note: 1 February meeting with NCEA Review Ministerial Advisory Group (METIS 1103528)** and **draft letter to Nikki Kaye and David Seymour**.

The briefing and draft letter have been approved by Ellen MacGregor-Reid, Deputy Secretary, Early Learning and Student Achievement.

Thanks,

Rowan Carter | Ministerial Assistant | Early Learning and Student Achievement

DDI

s 9(2)(a) OIA

33 Bowen St, Wellington

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We get the job done *Ka oti i a mātou ngā mahi*

We are respectful, we listen, we learn *He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou*

We back ourselves and others to win *Ka manawanui ki a mātou, me ētahi ake kia wikitoria*

We work together for maximum impact *Ka mahi ngātahi mō te tūkinga nui tonu*

Great results are our bottom line *Ko ngā huanga tino pai ā mātou whāinga mutunga*

· Tēnā koe [Nikki / David]

Invitation to contribute to the NCEA review

I have asked the Ministry of Education to start a review of the National Certificates of Educational Achievement (NCEA), to ensure that NCEA remains fit for purpose and supports young people to succeed on a diverse range of pathways. The review is an opportunity to strengthen NCEA and to hear from those who have been using NCEA – whether as students, parents, whānau, teachers or employers.

As part of the review process, I have convened an NCEA Review Ministerial Advisory Group of innovators to challenge established thinking about NCEA and senior secondary education. The Ministerial Advisory Group are leading the development of a discussion document on NCEA, which will be the cornerstone of a public consultation starting at the end of April.

I am dedicated to seeking diverse and varied perspectives on NCEA, and I would like to seek cross-party contributions to how we can strengthen the qualification.

I would like to invite you to meet with Ellen MacGregor-Reid, Deputy Secretary, Early Learning and Student Achievement, to be briefed on the approach the Ministry is taking to the NCEA review, your perspectives on NCEA, and how you might contribute to the review process.

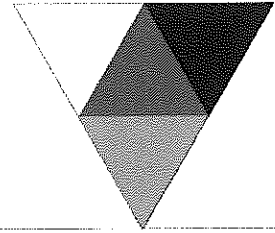
I would also like to invite you to meet with my Ministerial Advisory Group in early March. This will give you an opportunity to discuss with them your views on NCEA ahead of the release of the discussion document on NCEA at the end of April.

Please let me know whether you would like to meet with Ellen, and with the Ministerial Advisory Group, and my office will arrange a suitable time for these meetings.

I look forward to meeting with you both as we progress through the NCEA review, and to working together to improve outcomes for young people in our education system.

Ngā mihi,

Hon. Chris Hipkins
Minister for Education



Briefing Note: NCEA Review Ministerial Advisory Group 1 February meeting and next steps

To:	Minister of Education, Hon Chris Hipkins		
Date:	9 February 2018	Priority:	Medium
Security Level:	In Confidence	METIS No:	1104655 s 9(2)(a) OIA
Drafter:	Alexandra Cliffe	DDI:	[REDACTED]
Key contact and number:	Jackie Talbot [REDACTED]	Round robin:	No
Messaging seen by Communications team:	No	s 9(2)(a) OIA	

Summary

- This briefing updates you on the pre-meeting between the Ministerial Advisory Group (MAG) and the Ministry, on Thursday 1 February 2018.
- Key outcomes of the meeting were:
 - The MAG supported its Terms of Reference and the proposed approach to the NCEA Review, whereby the MAG will lead the production of a Discussion Document, with support from the Ministry; and provide advice to the Minister and the Ministry throughout the review.
 - The MAG will use workshops on Tuesday 13 February and Thursday 15 February, to create an outline of a Discussion Document for the NCEA Review, including key questions for the Document. The MAG will review an outline of the document on 27 February, a first draft on 9 March, and a final draft on 27 March 2018.
 - The Reference Group will meet with the Ministry and some MAG members on Wednesday 14 February, to discuss the five principles and draft Purpose and Outcome statements to support the Discussion Document and consultation process.
- As requested by you, the Ministry will work with your office and the Chair of the MAG to arrange for him to brief and consult cross-party Members of Parliament on the review.

Ellen MacGregor-Reid
Deputy Secretary Early Learning and Student Achievement

Background

1. As part of the NCEA Review, you established a Ministerial Advisory Group (MAG). Cabinet approved the MAG on 19 January 2018 [CBC-17-MIN-0066 refers].
2. The Ministry met with the Chair of the MAG, Jeremy Baker, on 23 January to agree the agenda for MAG's first meeting, and a broad approach to how the Ministry will support the work of the MAG.

Ministerial Advisory Group 1 February meeting

1. The MAG met with the Ministry on Thursday 1 February, to discuss how the Ministry will work with the MAG throughout the NCEA Review and support the delivery of the Discussion Document.
2. Barbara Cavanagh and Pauline Waiti were unable to attend, but provided brief comments to the Chair to share with the MAG.
3. At the meeting, you briefed the MAG on your priorities for the NCEA Review, and how you see the role of the MAG, including your expectation that the MAG would provide disruptive and innovative thinking throughout the review process.
4. The MAG was comfortable with its Terms of Reference and supported the proposed approach to the Review, where:
 - a. The MAG will lead and be responsible for the Discussion Document.
 - b. The MAG will provide independent advice to the Ministry and the Minister throughout the Review process.
5. The MAG members discussed the role of the Reference Group in supporting the MAG, and were interested in hearing the perspectives of your Youth Advisory Group.
6. The MAG discussed its initial thinking on key areas of focus for the NCEA Review. Key themes of the discussion were:

Principle	Theme
Wellbeing	<ul style="list-style-type: none"> • Overassessment • Anxiety and stress for students
Equity	<ul style="list-style-type: none"> • Access to quality education • Parity between 'academic' and 'vocational' learning • Barriers to accessing tertiary education
Coherence	<ul style="list-style-type: none"> • Assessment practice • Assessment of soft skills and competencies • Focus on credit attainment, over wider learning • How assessment influences teaching practices and content
Pathways	<ul style="list-style-type: none"> • NCEA Level 1 • Transition from secondary education • Vocational Pathways Programme
Credibility	<ul style="list-style-type: none"> • How well NCEA is understood • What signal NCEA provides

	<ul style="list-style-type: none">• Balance of internal and external assessment• Number of credits at each Level• Future proofing NCEA• International recognition of the qualification
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7. The MAG agreed to adopt a user-friendly, learner-centric approach to the Discussion Document, with the following timeline for development of the Document:
 - a. The MAG will agree to a draft outline of the content and design of the Discussion Document (Thursday 15 February) and will provide comment on an expanded outline of the Discussion Document (Tuesday 27 February).
 - b. The MAG will provide feedback on a full draft Discussion Document (Friday 9 March).
 - c. The final Discussion Document will be tested with the MAG at a confirmation meeting (Tuesday 27 March).
8. We will arrange for the MAG Chair to brief you on progress at the end of February and the end of March.
9. The MAG acknowledged both the tight timeframe for producing the discussion document and the level of engagement required, but was committed to producing a high quality, user-friendly Discussion Document.

Next steps for MAG

10. The MAG will further develop their thinking on the principles and topics before their first workshop. The Ministry will enable an online platform to support this work. As part of this, the MAG will consider their key focus areas and key ideas for the NCEA Review.
11. The MAG will meet on Tuesday 13 February and Thursday 15 February, to develop an outline for the Discussion Document, including key consultation questions. The MAG will agree their key focus areas and ideas at the 13 February meeting.
12. As you are aware, the Ministry has set up a wider Reference Group to provide input to the Review of NCEA. The MAG has agreed to work with the Reference Group Leads. The Reference Group Leads will meet the MAG on both 13 and 15 February, to provide feedback on the MAG's approach.
13. The Reference Group will meet with the Ministry and some MAG members on Wednesday 14 February, to discuss the five principles and draft Purpose and Outcome statements to support the Discussion Document and consultation process.
14. As requested by your office, the Ministry will work with the Chair of the MAG and with your office to arrange for the Chair to brief and consult cross-party Members of Parliament on the review.
15. The MAG has asked for meetings to be booked in from June through to October, to enable them to continue to provide advice on the NCEA Review throughout the consultation and policy development process.

Review of NCEA Ministerial Advisory Group

Terms of Reference

Background

The Minister of Education, the Honourable Chris Hipkins, has asked the Ministry of Education to review the National Certificates of Education Achievement (NCEA) in 2018. This review will meet the requirements of the New Zealand Qualifications Framework (NZQF) Qualification Listing and Operational Rules, and will ensure that the full potential of NCEA is realised for all young New Zealanders.

This review aims to improve on NCEA's strong foundations to ensure that it is a robust qualification system that is valued by learners, their families, whānau, employers, tertiary education organisations, iwi and communities.

The introduction of NCEA as New Zealand's main school leaving qualification between 2002 and 2004 was a significant, positive modernisation of our secondary school assessment system. However, the Ministry of Education wants to better understand the experiences of New Zealanders who interact with NCEA – whether as students, parents, whānau, teachers, school leaders, tertiary providers, iwi, employers, or members of the wider community. Those experiences will be used to refine NCEA to strengthen its design and implementation, both in secondary and tertiary settings. Any changes to NCEA or its implementation resulting from consultation will be approved by the Minister of Education and Cabinet.

The NZQF Qualification Listing and Operational Rules also require the development of purpose and outcome statements for every qualification, including NCEA – describing where a qualification leads, and what can be expected from graduates with the qualifications. Developing these statements for NCEA will ensure that NCEA remains useful, relevant and fit for purpose.

The Role and Purpose of the Ministerial Advisory Group

The Minister of Education is establishing an NCEA Review Ministerial Advisory Group (MAG) to advise the Minister in relation to the NCEA review. They will be an innovative group that brings new perspectives on NCEA, and challenges traditional thinking on senior secondary education and assessment.

The MAG's role in the review is subject to the NCEA Review Terms of Reference which sets the scope of the review and provides the five identified principles which guide the further selection and exploration of topics.

The MAG will also provide advice and guidance to the Ministry of Education throughout the review on the implementation of the NCEA review.

The MAG will fulfil three functions:

- A source of innovative advice for the Minister of Education
- A critical friend and advisor to the Ministry of Education

Lead the development of a discussion document on NCEA, which will form the basis of public consultation in the review.

Functions of the MAG

Advisors to the Minister of Education

The primary and paramount function of the MAG is to advise the Minister of Education on the NCEA review.

The MAG will provide independent, innovative advice to the Minister relating to the review of NCEA, at the Minister's request. This may include:

- Advice on NCEA in general, including the policy and operational settings for NCEA
- Advice on the NCEA review (including but not limited to the results of public consultation, and recommendations on changes to NCEA to be proposed to Cabinet)
- Comments on advice provided to the Minister by the Ministry of Education or other education agencies on NCEA

The Minister of Education may engage directly with the MAG and the Chair may also engage directly with the Minister, but typically, the MAG's advice will be provided through the Ministry of Education as intermediary at the Minister of Education's request.

Advisors to the Ministry of Education

As part of their role advising the Minister of Education, the Minister has asked that the MAG provide support and advice to the Ministry of Education to deliver the NCEA review.

The Ministry of Education, through the Deputy Secretary, Early Learning and Student Achievement, may ask the MAG to provide support and advice by:

- Contributing to or reviewing key documents, including the Consultation Report (which summarises the results of public consultation) and Recommendation Report (a proposal to Cabinet as to changes to NCEA which should be made)
- Providing advice on the structure and nature of consultation with stakeholders and the wider public.

Lead the development of a discussion document

In line with the Terms of Reference for the NCEA review, the MAG will develop a discussion document for public consultation based on targeted consultation with input from the NCEA Review Reference Group and the Minister of Education's Youth Advisory Group. This document will be the starting point for the wider, public consultation to commence in April 2018, and will:

- Make clear the final scope of the NCEA review
- Identify key topics which should be the focus of particular scrutiny in the course of the review, aligned to the five key principles of the review
- Provide appropriate background information on relevant topics to support the wider public to engage with the NCEA review, regardless of background knowledge about NCEA
- Identify a series of questions for public feedback to elicit insight on specific topics.

The MAG will lead the strategic direction of the document, including agreeing the key topics and questions above, while the Ministry of Education will support this through the provision of expert advice and input into the strategic direction of the discussion document. The Ministry of Education will provide drafting and editorial and design support and deliver the discussion document, which will be agreed first by the MAG, and then by the Minister of Education.

For the avoidance of doubt, following the release of the discussion document, this function of the MAG will end, but they will continue to provide support to the Minister and Ministry throughout the review process as above.

Membership

The members of the MAG will be appointed by the Minister of Education. The initial term of appointment will be for one year from 1 February 2018 until 31 January 2019. The Group will comprise seven paid members drawn from a diverse cross-section of New Zealand society – one of whom will chair the MAG.

Chair

The Chair will lead meetings of the MAG, unless otherwise directed by the Office of the Minister of Education, or otherwise agreed.

The Chair may also engage directly with the Minister of Education on behalf of the MAG.

Confirmation

Members of the MAG (including the Chair) are approved by the Appointment and Honours Committee. Members of the MAG affirm that they have provided all relevant and / or requested information relevant to the approval process, and that all information disclosed is true and accurate to the best of the knowledge of the MAG members.

Fees

Fees for members of the Group have been assessed in accordance with the Cabinet Fees Framework, according to Cabinet Office Circular (12)6. The Stakeholder Advisory Group falls within Group 4 ('All other committees and other bodies'), and has been scored at 22 (Level 2).

Based on this, the chair of the MAG will receive a per diem of ~~\$680~~. Members of the MAG will receive a per diem of ~~\$480~~.

In addition, members will be reimbursed for actual and reasonable travel, meal and accommodation costs.

Secretariat

Secretariat services for the MAG will be provided by the Ministry of Education.

Media

The MAG, and MAG members acting in that capacity, will not make media statements without the prior agreement of the Minister of Education.

If the MAG are asked to provide comment on any issue relating to education by a third party (i.e., other than the Minister of Education or Ministry of Education), that MAG will forward the question or request to the Office of the Minister of Education, and to the Ministry of Education through the NCEA review mailbox (ncea.review@education.govt.nz).

Meetings

Meetings of the MAG will be held in Wellington. The MAG will meet up to ten times in its initial term. MAG members are expected to attend MAG meetings wherever reasonably possible. The MAG will meet when requested by the Minister of Education, in consultation between the Chair and the Ministry of Education, or at the discretion of the Chair.

The MAG will aim to achieve a consensus on the issues it considers, but is not required to do so.

The Ministry of Education will support the Chair to prepare meeting agendas where appropriate. The agenda and papers for meetings of the MAG will be circulated to

MAG members six working days in advance of each meeting, and draft minutes will be circulated to MAG members no later than five working days after each meeting.

The Ministry has a budget to operate the MAG, including travel costs. The MAG and its members will not have an independent budget.

Contestability of advice

Both the MAG and the Ministry of Education will provide advice to the Minister of Education on the NCEA review in good faith and with regards to the interests of the other. Where appropriate, the MAG and Ministry of Education will provide the other with copies of relevant advice provided to the Minister.

Conflicts of interest

As part of the Appointment and Honours Committee appointment process, the members of the MAG have disclosed conflicts of interest relating to the MAG and the NCEA review.

Members of the MAG who have a specific, real conflict of interest in relation to an issue or item will recuse themselves from consideration of those issues or items.

If members of the MAG develop new, relevant conflicts of interest, whether real, potential or perceived, in the course of the NCEA review, they will inform the Ministry of Education as soon as is reasonably practicable.

Key relationships

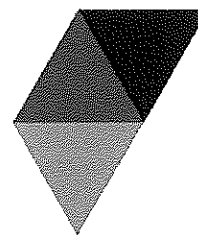
In addition to the Minister of Education and Ministry of Education, the MAG will have relationships with the NCEA Review Reference Group and the Minister's Youth Advisory Group.

Unless otherwise agreed with the Ministry (in relation to the Reference Group) or the Minister (in relation to the Youth Advisory Group), the MAG's contact with these groups will be facilitated by the Ministry and Minister respectively.

It is expected that the MAG will engage in the review in good faith, and champion the NCEA review process with stakeholders.

Confidentiality

The work of the MAG is confidential, unless otherwise agreed by either the Minister of Education or Ministry of Education as appropriate. Members of the MAG will maintain this confidence, and will not disclose information about the operations of the MAG to any person without the above agreement.



Briefing Note: Release of the NZI NCEA Report

To:	Hon Chris Hipkins		
Date:	20 February 2018	Priority:	High
Security Level:	In Confidence	METIS No:	1107976
Drafter:	James Gavey	DDI:	[REDACTED]
Key contact and number:	Jackie Talbot, [REDACTED]	Round robin:	No
Messaging seen by Communications team:	Yes		

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Summary

- The New Zealand Initiative (NZI) will be releasing a report on NCEA in the week of 26 February. This has been timed to coincide with the Ministry's Review of NCEA, so may generate media attention.
- The report presents data around NCEA and raises a number of concerns about the current state of the qualification, making a number of recommendations. This briefing note provides a summary of the content of that report, along with our high-level comments on the recommendations.
- Briar Lipson, the author, is a member of the Ministry's NCEA Review Reference Group, representing NZI, and the Ministry will continue to engage constructively with her throughout the review, including with the views expressed in the report.
- We have prepared reactive messaging (attached as **Annex 1**). If you wish to issue a press release about the release of the report, we will work with your office to prepare this.

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

___/___/___

Background

1. The NZI NCEA report is scheduled for release in late February. The Ministry met with Briar late last year to discuss the report and also provided feedback on a draft version, along with NZQA. The final report was confidentially made available to the Ministry early this year and we will receive embargoed hard copies before launch.
2. The report concludes that NCEA, particularly due to the flexibility built into the qualifications, is detrimental to teaching and assessment practice and does not clearly and accurately demonstrate the capabilities of those who attain each qualification. It draws on a variety of national and international data, demonstrating some concerns relating to NCEA and its implementation.

Contents of NZI's NCEA report

3. The report provides a critical look at NCEA, explaining its history and evolution towards the current system. It looks into how students, teachers, universities and employers interact with NCEA and what the data suggests the impacts are. The report identifies a variety of shortfalls in NCEA, and suggests recommendations to remedy them.
4. The first conclusion is that the flexibility of NCEA exacerbates inequality. Research suggests there are still large disparities in qualification attainment between different groups of learners, in particular Māori and Pacifica learners and those in lower decile schools. Many of these students are also likely to be doing sets of standards which are less 'academic' and often less valued by employers and tertiary providers, meaning their qualifications may be less useful than those that of other students.
5. The report also identifies teacher workload as an ongoing issue. The majority of assessment standards are internally assessed, which requires teachers to design, assess, and moderate. This consumes a lot of teacher time and energy at the expense of quality teaching and learning.
6. The report identifies areas of concern in learning content and credentialing. Due to the focus on assessment, 'teaching to the test' is common. This can undermine teaching and learning and result in students only learning the specific content required for each assessment. While the core requirements of an NCEA qualification are in literacy and numeracy – able to be gained from a variety of assessment standards – many learners who meet the NCEA requirements may fail to be functionally literate and numerate.
7. There is a large emphasis placed by the author on the importance of qualifications for use by tertiary providers and employers. In this regard, concerns are raised about the consistency and accessibility of the qualification and what it really says about each specific learner.
8. After explaining these concerns, the report makes the following recommendations:

*Increase
core
requirements*

1. Raise English (and Te Reo) and maths requirements
2. Expect a broader core of subjects

*Promote
long term
learning*

3. Reduce the number of standards
4. Make it harder to teach to the test
5. Reduce reliance on internal assessment
6. Use Comparative Judgement software

*Upskill and
reskill the
workforce*

7. Commission independent analysis relating to NCEA

Our comment on the report

9. The report is a useful addition to the discussion around NCEA and we hope it helps stimulate constructive discourse during the review. The concerns raised align with those the Ministry has heard while engaging with stakeholders and these concerns will be addressed in the review, particularly in public consultation.
10. The report is likely to receive media attention, and stakeholders are likely to comment on it directly, both in the media and to the Ministry. It may also influence the feedback we receive during consultation of the review.
11. The recommendations presented broadly fall within the scope and focus of the review. The first five will therefore be considered as part of public consultation phase alongside the review of NCEA. The final two – which are more operational in nature – will be considered alongside the implementation of the review recommendations.
12. The report presents useful data and research, but there are a variety of valid perspectives on the purpose, role, and function of NCEA which the report does not represent. It does however, present a good starting point for discussions, and succinctly describes potential areas for improvement in NCEA.

Ministry engagements with NZI on NCEA

13. The Ministry invited NZI to have a representative on the NCEA review and Briar Lipson, the report's author, accepted. Briar was present during the Reference Group workshops on 14 February – which informed the MAG in thinking about how they would like the Discussion Document to be drafted – and had opportunities to share and discuss her views with other stakeholders.
14. Moving forward, The Ministry will continue to discuss the views in the report with NZI and other stakeholders, both through further Reference Group meetings, and other fora.

Next steps

15. The New Zealand Initiative will provide the Ministry with a copy of the final report and we will finalise reactive messaging appropriately.
16. We have prepared draft reactive messages for any questions that arise from the release (attached as Annex 1). If you wish to issue a press release we will work with your office to prepare this.

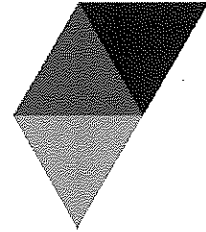
Annexes

Annex 1: Draft Reactive Messages

Annex one: Draft Reactive Messages

- The Ministry of Education welcomes the New Zealand Initiative's ideas about how NCEA could be strengthened, and we expect that these ideas will feed into the NCEA review.
- The report's release is especially timely given the public consultation that is planned for April as part of the NCEA review.
- The ideas raised in the report challenge traditional perspectives and the broad themes align with what we've been hearing about the NCEA from young people, parents, whānau, employers, tertiary providers and the wider community.
- We're looking forward to working with the NZI and discussing their ideas further throughout the review.
- More information on when the NZI and other stakeholders can provide their formal feedback as part of the NCEA review will be available soon. Public consultation is expected to begin in late April.

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Briefing Note: NCEA Review Meeting with Hons Simon Bridges and Nikki Kaye

To:	Hon Chris Hipkins, Minister of Education		
Date:	28 March 2018	Priority:	Low
Security Level:	In Confidence	METIS No:	1115964 s 9(2)(a) OIA
Drafter:	James Gavey	DDI:	[REDACTED]
Key contact and number:	Ellen MacGregor-Reid [REDACTED]	Round robin:	No
Messaging seen by Communications team:	No	s 9(2)(a) OIA	

Summary

- This briefing note provides information on the Ministry's meeting with the Hons Simon Bridges and Nikki Kaye to discuss the NCEA Review. The collateral piece that was talked through at the meeting is attached at Annex 1.

Ellen MacGregor-Reid
Deputy Secretary
Early Learning and Student Achievement

Background

1. You signalled your desire for cross-party involvement in the review, and invited Hon Nikki Kaye and Mr David Seymour MP to meet with the Ministry to be briefed on the approach we are taking to the NCEA review, to hear their perspectives on NCEA, and to discuss how they might contribute to the review process. There was also an invitation for them to meet with the NCEA Review Ministerial Advisory Group.
2. Both Hon Kaye and Mr. Seymour accepted the invitations to meet with the Ministry. We met with Hon Kaye on 21 March. Hon Simon Bridges was also in attendance along with myself and Jackie Talbot from the Ministry, and Paul Aitken from your Office. The meeting with Mr. Seymour is due to take place on 3 April with the same Ministry attendees.
3. We provided them with the NCEA Review A3 (attached at Annex 1) and talked them through the process.

Comments on NCEA Review

4. The Hons Simon Bridges and Nikki Kaye were appreciative of the opportunity to be involved in the NCEA Review and signalled their desire to cooperate through the process. They recognised the importance of NCEA to New Zealand, particularly for our young people.
5. Hon Kaye was comfortable with the membership of the MAG, and was particularly glad that Michelle Dickinson is a member. There were no concerns expressed over the activity that has taken place in the review to date.

Comments on NCEA

6. A big concern for both Hons Bridges and Kaye is the parity of esteem between different pathways and the equity implications that it creates. The concerns in this space relate to the branding and labeling of the pathways, which may cause a gap in their perceived relative value. Hon Simon Bridges saw the addressing of such equity concerns as an opportunity for the review to change lives, particularly for Māori and Pasifika young people.
7. They raised literacy and numeracy. Hon Kaye shared her interest in the findings from the recent report by the New Zealand Initiative, *Spoiled by Choice*. This report mentions the 2014 Tertiary Education Commission research showing that 40% of the sample of Year 12 students with NCEA Level 2 failed an international test of functional reading with 42% failing it in numeracy.
8. The areas of note recognised by the Hons Bridges and Kaye are aligned with what we have heard more broadly from our stakeholders. Both NCEA literacy and numeracy requirements (including their current sufficiency) and the parity of esteem of different pathways are in scope for the review. They also raised the ongoing need for NCEA to be an internationally recognized qualification.
9. Hon Kaye also desires for the review to be bold enough to allow learners to accelerate at their own pace when they are ready, rather than being stuck in a cohort. This could include easier access to 'academic' tertiary study while engaging in secondary education.

Further involvement in the Review

- 10 The Hons Bridges and Kaye want to be involved further in the review, signalling their desire to be engaged with authentically at decision making time, and to have meaningful input into recommendations.
11. Hon Kaye has taken up your offer to engage with the MAG through the chair, Jeremy Baker, and we have made arrangements with Jeremy. This meeting is set to take place on Tuesday, 3 April. This is after you have received the discussion document, but before Cabinet consideration. This will allow Jeremy to discuss the Big Ideas, to the extent you are comfortable with them. A similar meeting may also take place with Mr. Seymour at his request.

Next Steps

12. We will be meeting with Mr Seymour on 3 April and will use the same collateral (Annex 1). Hon Kaye will also be meeting with Jeremy Baker on this day.

Annexes

Annex 1: Challenges and Opportunities A3

RELEASED UNDER THE OFFICIAL INFORMATION ACT

Annex one: Challenges and Opportunities A3

RELEASED UNDER THE OFFICIAL INFORMATION ACT

3. Senior secondary achievement and progression / NCEA review

Challenges and opportunities

Senior secondary assessment faces some unique challenges...

At primary	By senior secondary
<p>Progressions and progress tools help teachers understand and track progress against parts of the National Curriculum.</p> <p>Children make progress across the National Curriculum and across Learning Areas.</p> <p>Most courses are built from content in the National Curriculum, and essential skills and competencies from the curriculum's front half are evident.</p> <p>Most learning delivered by education providers happens in a school setting</p> <p>A significant amount of learning occurs in cross-curricular settings, and the use of the inquiry cycle is a key part of the teaching and learning process.</p>	<p>Teachers often lack the tools they need to understand young people's progression against the National Curriculum.</p> <p>Young people begin to specialise and choose the courses they take, so often won't progress in every Learning Area.</p> <p>Courses are often built around achievement and / or unit standards, and essential skills and competencies from the front half of the curriculum are often neglected.</p> <p>A significant amount of learning happens outside of school – including with tertiary providers and in workplaces</p> <p>Most learning continues to occur in subject-based silos for a variety of reasons, including prior teacher practice, University Entrance requirements, and parent and whānau expectations.</p>

Years 9 and 10 at times show features of both settings.

...but there are a number of ways we can start to tackle them, using priority and other programmes – which we've sorted using five principles of a strong senior secondary system:

Principle	Possible issues	Opportunities
Wellbeing	<ul style="list-style-type: none"> Excessive assessment may be encouraged because more assessment – and more credits – is seen as good, including by parents, whānau and young people. This may impose excessive workload on teachers, and young people may face more high-stakes assessment than is necessary. 	<ul style="list-style-type: none"> Using the NCEA review to better discourage excessive assessment, such as by considering credit counts and the role of each level of NCEA. Options to strengthen NCEA digital assessment, including digital external and internal assessment.
Equity	<ul style="list-style-type: none"> Not every young New Zealander has the same opportunities to succeed, and young New Zealanders in low SES environments or who are Māori and Pasifika, may experience fewer choices and may not have the same chance to succeed. There is a perceived disparity between 'academic and vocational' learning, which discourages young people from following vocational pathways or engaging in vocational learning and may stigmatise those who follow these pathways. 	<ul style="list-style-type: none"> Using the NCEA review to explore ways to strengthen equitable access to an NCEA, and to rich learning. Using the School Leaver's Toolkit to ensure universal access to the learning needed to succeed in life and the workforce. Strengthening the Vocational Pathways to provide more support to young people with a 'vocational' focus, and to improve parity of esteem. Using Te Kotahitanga as a vehicle to improve the integration of te ao Māori into English-medium settings. Investing in Māori-medium education, including through a Wānanga Tohu Mātauranga qualification.
Coherence	<ul style="list-style-type: none"> NCEA provides significant choice to young people, and their teachers and school leaders who design programmes – but this can mean that important learning is sometimes missed. There are opportunities to strengthen literacy and numeracy, and other 'core literacies' and 21st century learning (e.g., civics, financial and digital literacy), and to make building coherent courses easier. 	<ul style="list-style-type: none"> Using the NCEA review to encourage or require more coherent programme design, which includes a stronger 'common core'. Using the School Leaver's Toolkit, or strengthening the Vocational Pathways, to make it easier for schools to deliver teaching based on soft skills or 21st century learning.
Pathways	<ul style="list-style-type: none"> NCEA is a powerfully flexible qualification – but this can also make it hard for young people, and their families, whānau and teachers to work out what kind of NCEA will be most useful for them. We should consider how the choice architecture of NCEA, and the supports and curriculum design tools which surround it, can make this decision-making process easier and more robust. 	<ul style="list-style-type: none"> Using the NCEA review to strengthen NCEA's choice architecture, and identify supports which may make pathway identification easier. Strengthening the Vocational Pathways to help signal which pathways will be most valuable for each young person, and make it easier to deliver programmes of learning which respond to these. Revising Youth Guarantee initiatives to make secondary-tertiary initiatives more responsive to the needs and pathways of diverse young people.
Credibility	<ul style="list-style-type: none"> It can be difficult for young people, teachers, school leaders, parents and whānau, employers and the wider community to understand NCEA, and senior secondary education more widely – including secondary-tertiary partnerships and the Vocational Pathways. Some programmes of learning may not be credible – e.g., programmes mainly built using unit standards – or viewed as credible by all, particularly employers. 	<ul style="list-style-type: none"> Using the NCEA review to make NCEA more accessible and more readily understood. Strengthening the Vocational Pathways to improve the quality of 'vocational' and practical teaching and learning programmes.

In particular, the NCEA review is a powerful opportunity to start considering ways to strengthen senior secondary education:

<p>PHASE 1: SCOPING November 2017 – December 2017</p> <ul style="list-style-type: none"> Establish Advisory Group Prepare and announce Terms of Reference Provide you with a Cabinet Paper 	<p>PHASE 2: CONSULTATION February 2018 – July 2018</p> <ul style="list-style-type: none"> Advisory Group works with the Ministry to develop public-facing discussion materials Focus groups for young people and whānau 50+ workshops and hui nationally Dedicated online platform and consultation programme 	<p>PHASE 3: REPORTING August 2018 – November 2018</p> <ul style="list-style-type: none"> Development of a consultation report reflecting public perspectives Report-back to Cabinet Recommendations agreed by Cabinet 	<p>PHASE 4: IMPLEMENTATION December 2018 – Onwards</p> <ul style="list-style-type: none"> Design strategy and options to progress recommendations Progressively implement recommendations with appropriate sector support
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